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ABSTRACT

Evaluation systems were designed for the assessment of the instructional and non-instructional programs at Foothill College (California) to determine whether the objectives of the programs were being met and to ascertain the direct and indirect costs of the programs. For the instructional programs, criteria for determining effectiveness, revenue efficiency, and centrality to the college mission were specified and weighted. An evaluation committee was formed and 31 programs were selected to be evaluated. Data were collected, a quartile score was assigned by the committee for each criterion, and scores were multipied by the weight factor assigned for each criterion. The programs were then reviewed by the president and deans for a judgment on each program's relation to the overall mission of the college. During the 1981-82 budget cuts, 6 of the 10 lowest ranked programs were eliminated from the college's curriculum. For non-instructional programs, an accreditation-type evaluation was selected, consisting of the identification of programs to be evaluated, a decision on the type of conclusion desired, and appointment of an evaluation team. The evaluation team then defined program objectives; identified constituents served; performed a needs assessment; examined program consequences, costs, and revenues; and made an overall evaluation. The guide for non-instructional program evaluation at Foothill College is appended. (HB)

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PROGRAM EVALUATION
at
Foothill College
Los Altos Hills, Ca.

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Associate Dean
On-Campus Instruction

January 10, 1983

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PROGRAM EVALUATION AT FOOTHILL COLLEGE

Purpose of the Evaluation

1. Program Effectiveness - Are the objectives of the program being met.
2. Cost Effectiveness - What are the relative costs, direct and indirect, of the program.

A cost is the sacrifice of one benefit in order to attain another. Costs occur when a choice is made among several desired benefits. In short, costs are benefits - benefits given up by choosing to do one thing rather than another. It is this simple notion, the notion of costs as benefits forgone - opportunity costs - that provides an appropriate starting point for anyone concerned with costs in educational program evaluation. It serves as a reminder that it is the job of the program evaluator to analyze decisions, that every decision has alternatives, that the value of alternatives not chosen is the cost of the decision, and that, therefore, the meaning of costs in any evaluation depends upon the alternatives involved-----
We cannot accurately estimate the cost of one decision without carefully defining the consequences of at least one alternative. Obviously, if there are no alternatives, no choice exists: hence no costs.

Emil J. Haller
Cornell University
"Cost Analysis for Educational Program Evaluation"

Summarized:

1. Costs are the consequences of decisions. A cost of a decision is a benefit forgone.

2. From the decision-making perspective, costs normally lie in the future, hence they must be estimated.

3. Costs need not be necessarily measured in dollars. Measurement is accomplished by:
   a. listing the resources required of a program.
   b. developing a description of alternative uses for those resources.
   c. estimating the value of these alternative uses.
   d. ascertaining the dollar value of the required resources.

We must consider all our programs as alternatives. If we decide to eliminate one, it is for the benefit of the others. Our programs should be evaluated in terms of benefits lost - dollars and otherwise. The ones with the lowest scores should be considered for elimination. They should be eliminated on the basis of least benefits lost (least costs), and not on the amount of money saved. The task then seems to be, to set up a list of criteria to evaluate the benefits received from each program, apply them to our programs, and then consider the ones with the least benefit for elimination or reduction.

To measure the effectiveness of programs at Foothill College, the programs were divided into two groups, instructional and non-instructional.

Committees were appointed to develop an evaluation plan for each of the two types of programs.

INSTRUCTIONAL PROGRAM EVALUATION

A system was developed for the instructional programs that would examine each program in relation to their different dimensions; 1. Program Effectiveness, 2. Revenue Efficiency and 3. Centricity to the College Mission.

The Instructional Service Committee at Foothill College developed the criteria for measuring the dimensions of program efficiency and revenue effectiveness. The dimension of "centricity to the college mission" was to be considered by the President's Cabinet.

Using a three pass Delphi Technique, the Instructional Service Committee developed the following weighted criteria to measure Program Effectiveness and Revenue Efficiency.

Program Effectiveness

Criteria	Weight
1. Number of students enrolled (related to capacity)	17
2. Importance to other programs	15
3. Retention rate $\frac{\text{Ending enrollment}}{\text{Beginning enrollment}}$	13
4. Average class size (last three quarters)	11
5. Number of graduates - certificates - average last three years	8
6. Percentage of graduates employed in major or transferring in major	8
7. Student rating of the program	8
8. Community support	7
9. Number of declared majors	7
10. Future employment outlook	6
Total	100

Revenue Efficiency

Criteria	Weight
1. Number of ADA	25.5
2. Cost of program	21.5
3. Capital investment	14
4. Average class size (last three years)	11
5. Administrative costs	11
6. Availability of outside funding	9
7. Ratio part-time to full-time instructors	8
Total	100

A separate evaluation committee was formed and 31 programs were selected to be evaluated. Data was then collected for each program relating to the various established criteria.

Based on the data collected and the collective subjective judgement, the committee assigned a quartile score to each program for each criteria. The quartile scores were then multiplied by the weight factor to assign a weighted score for each criteria.

The weighted scores were then summed for each program resulting in each program being assigned two scores, one for program effectiveness and one for revenue efficiency. See appendix A for example.

Program Effectiveness

$$\sum \left(\begin{array}{l}\text{Quartile (1 - 4)}\\ \text{for each criteria}\end{array} \times \begin{array}{l}\text{Weight factor}\\ \text{for each criteria}\end{array}\right) = \begin{array}{l}\text{Program}\\ \text{Score}\end{array}$$

Revenue Efficiency

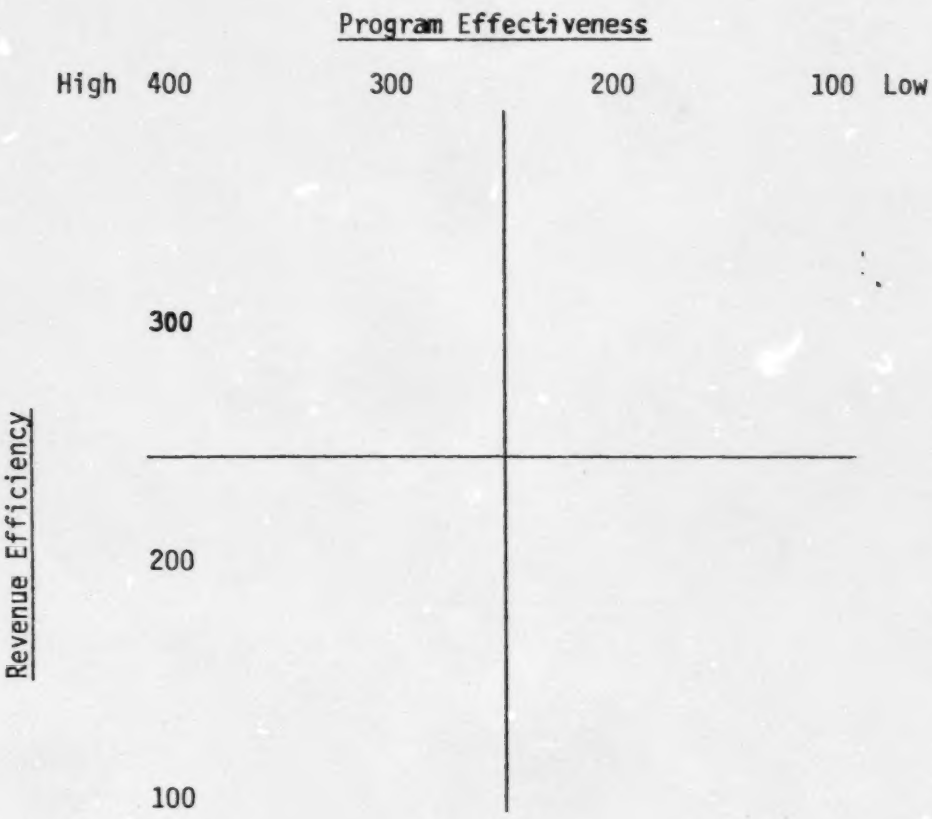
$$\sum \left(\begin{array}{l}\text{Quartile (1 - 4)}\\ \text{for each criteria}\end{array} \times \begin{array}{l}\text{Weight factor}\\ \text{for each criteria}\end{array}\right) = \begin{array}{l}\text{Program}\\ \text{Score}\end{array}$$

Program Rating

$$\frac{\text{Program Effectiveness} \times \text{Revenue Efficiency}}{100} = \text{Program Rating}$$

The two scores were treated in the following manner. (1) The scores were multiplied together and divided by 100 to give each program an overall rating and then the programs were ranked according to their overall scores. See appendix A.

(2) The Program Effectiveness scores and the Revenue Efficiency scores were plotted on the following graph.



This procedure gives a graphic demonstration of a program's relative position for each score as well as its overall position. See appendix B.

The programs were then reviewed by the President and Deans to make a judgement as to the program's relation to the overall mission of the college. From this evaluation decisions are made as to the status of each program being evaluated.

The results of the evaluation of the 31 selected programs are listed in the appendix B and C.

During budget cuts for the 1981-82 school year, six of the ten lowest ranked programs were eliminated from the curriculum. Foothill College plans to apply the same process to another group of programs during the coming year.

During the 1981-82 school year, the evaluative process was applied to seventy-five actual programs with the results as reported in appendix E.

For the 1982-83 year, the process was repeated with the process being added to the microcomputer. These results are reported in appendix F.

NON-INSTRUCTIONAL PROGRAM EVALUATION

For the evaluation of non-instructional programs at Foothill College it was decided by the Evaluation Committee that the best approach would be an accreditation type evaluation based on the "Pathway Comparison Model" developed by Michael Scriven.

The process for evaluating non-instructional programs is as follows.

Administration

1. Select program(s) to be evaluated.

2. Decide on the nature of the conclusion desired by the evaluation.

3. Appoint an evaluation team.

Evaluation Team

1. Define the objectives and functions of the program.

2. Identify the constituents being served by the program.

3. Perform a needs assessment with the constituents to determine the program's impact.

   We are concerned to determine whether the program satisfies a genuine need or at least a defensible want. The needs assessments involve establishing that the program actually facilitates survival, health or some other defensible need; it may involve moral, social or environmental impact considerations. Thus it normally involves the assessment of the adequacy of the performance of other programs serving the same need(s).

   In assessing needs it is also necessary to consider:

   A. Number of people being affected

   B. The social significance of the need

   C. Absence of a substitute

   D. Multiplicative effects

4. Examine program consequences not considered or covered by stated objectives.

5. Examine program costs and revenues, both direct and indirect.

6. Make an overall evaluation and recommendations for the program.

In order to assist the evaluation team, the attached guide book was prepared for their use. Appendix F.

APPENDIX A

Program Effectiveness GEOLOGY

	Quartile	X	Weight Factor	=	Points
1. Number of students enrolled (related to capacity	2		17		34
2. Importance to other programs	2		15		30
3. Retention rate Ending enrollment / Beginning enrollment	3		13		39
4. Average class size (last three quarters)	4		11		44
5. Number of graduates - certificates - average last three years	2		8		18
6. Percentage of graduates employed in major or transferring in major	3		8		24
7. Student rating of the program	2		8		18
8. Community support *	0		7		--
9. Number of declared majors	2		7		14
10. Future employment outlook	4		6		24
	Total		100		245

* Community was not surveyed, but the instrument has been developed

Revenue Effectiveness GEOLOGY

	Quartile	X	Weight Factor	=	Points
1. Number of ADA	3		25.5		76.5
2. Cost of program	3		21.5		64.5
3. Capital investment	3		14		42
4. Average class size (last three years)	4		11		44
5. Administrative costs	3		11		33
6. Avilability of outside funding	2		9		18
7. Ratio part-time to full-time instructors	3		8		24
	Total		100		302

APPENDIX B

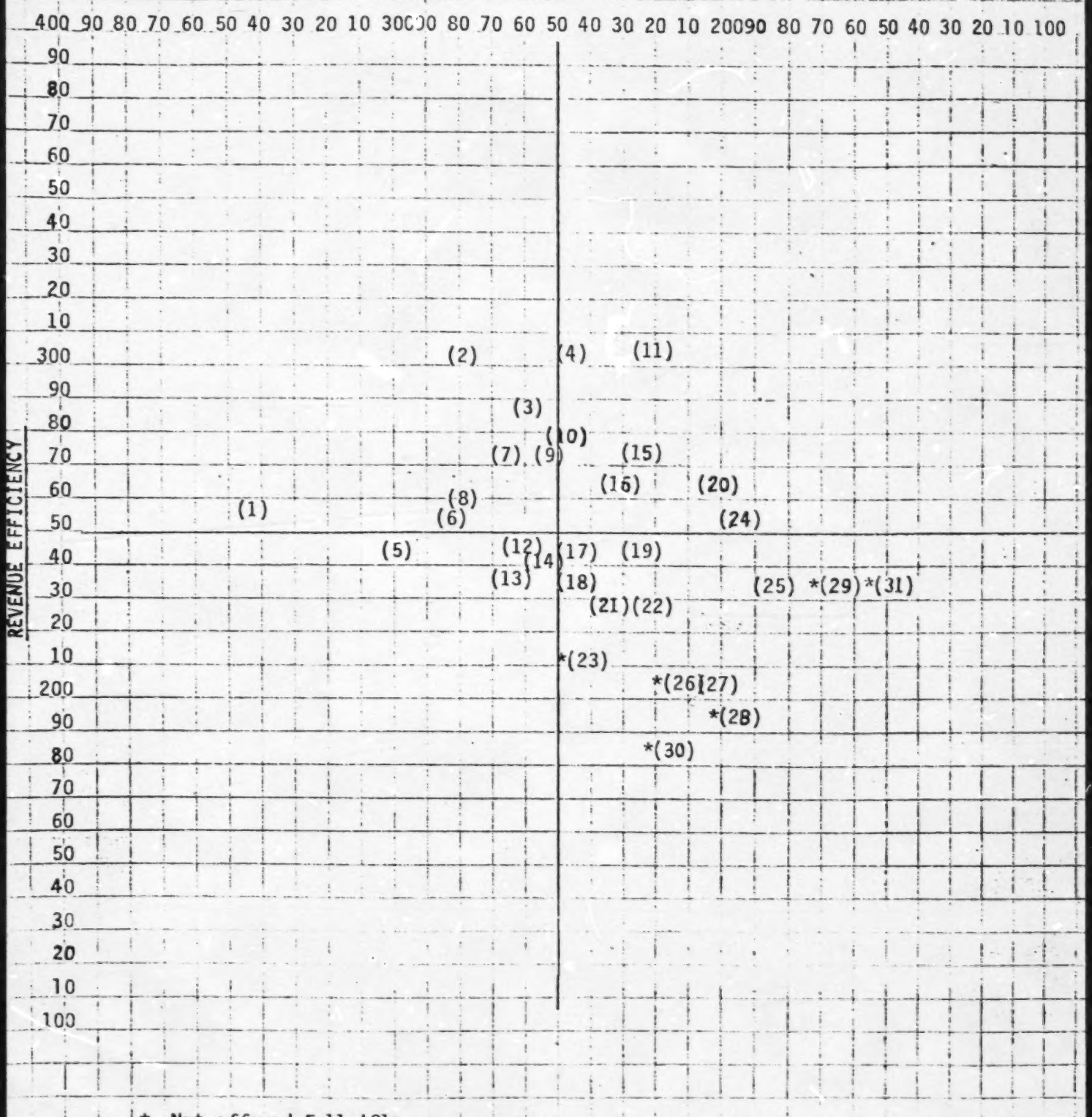
INSTRUCTIONAL PROGRAM EVALUATION

	PE	RE	
1. Travel Careers	343	258	885
2. Physics	280	302.5	847
3. Real Estate	263	288.5	759
4. Geology	245	302	740
5. Guidance	300	245.5	737
6. Inter-C. Athletics	284	256.5	728
7. Computer	269	270.5	728
8. Animal Health	280	258	722
9. Semi-Conductor	255	273.5	697
10. Drama	250	276.5	691
11. Word Processing	222	293	650
12. Special Education	260	247	642
13. Co-Op	267	236	630
14. Commercial Art	257	244.5	628
15. Primary Care	224	278	623
16. Philosophy	232	262.5	609
17. R T	248	241	297
18. Ornamental Horticulture	246	237.5	584
19. V A	226	244	551
20. Environmental Studies	208	262.5	546
21. Academic Skills	234	228	533
22. Staff Development	229	228.5	523
*23. Airline Careers	240	210	504
24. Journalism	198	250.5	496
25. Ethnic Studies	186	231.5	431
*26. Recreation	200	211.5	423
27. Anthropology	201	204.5	411
*28. Women's Studies	196	197.5	387
*29. OTI	166	231	383
*30. Fashions	212	180	381
*31. Swedish	148	232.5	344

* Not offered Fall '81

APPENDIX C

PROGRAM EFFECTIVENESS



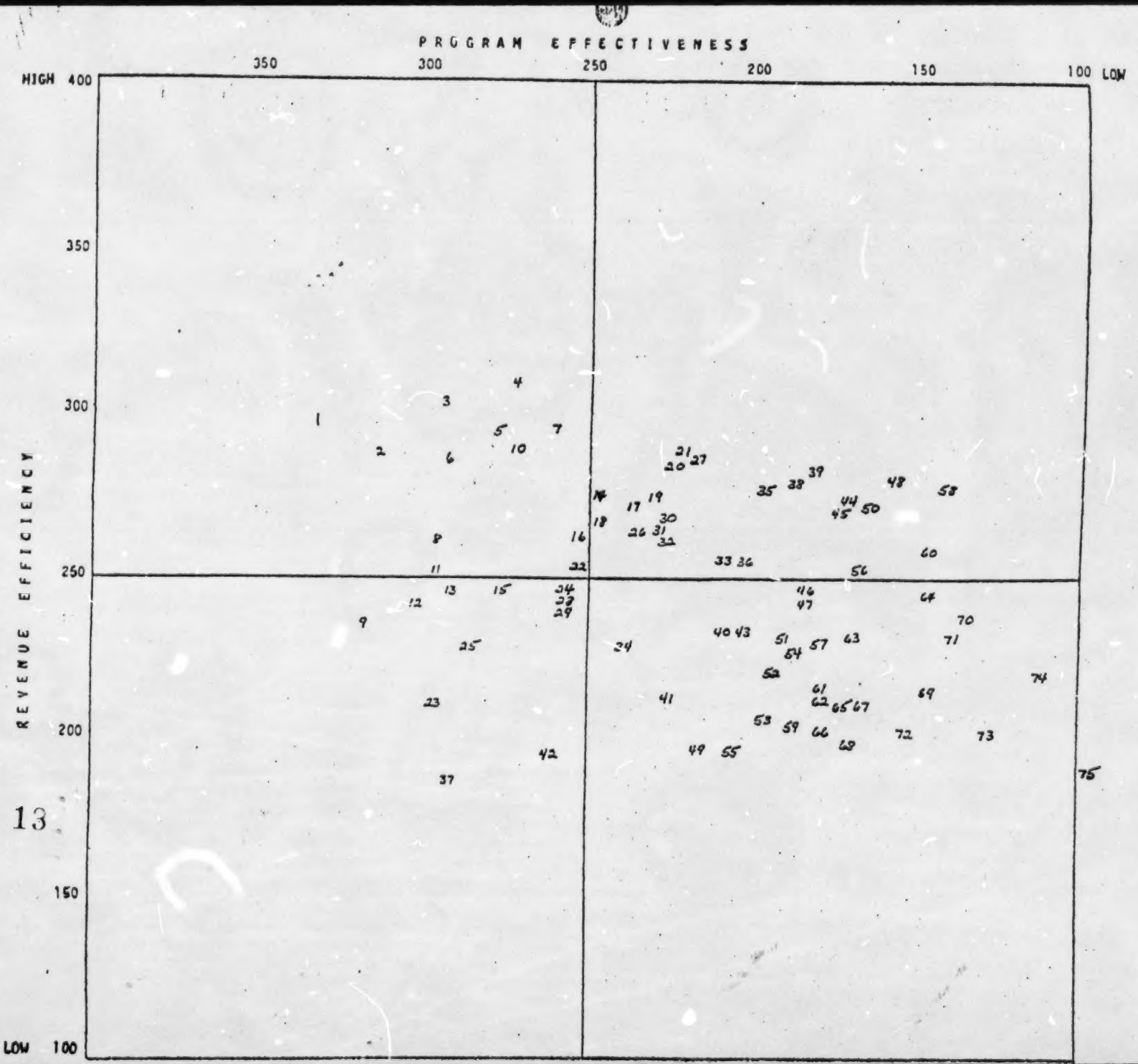
* Not offered Fall '81

INSTRUCTIONAL PROGRAM EVALUATION
1980-81

Appendix D

	PE	RE	RATING
1. Business	338	299.5	1012
2. Electronics	320	283.5	907
3. Engineering	285	305.5	871
4. Health	270	312	842
5. Primary Care	276	290.5	802
6. Mathematics	287	281.5	791
7. Data Processing	268	290.5	779
8. Radiologic Technology	296	262.5	777
9. Biology	322	237.5	765
10. Travel Careers	269	284	764
11. History	297	250.5	744
12. Psychology	305	242.5	740
13. Political Science	288	246.5	710
14. Animal Health	249	273	680
15. Sociology	275	246.5	678
16. Aviation	254	262.5	667
17. Ornamental Horticulture	245	271.5	665
18. Radiation Therapy	249	266	662
19. Supervisory Management	239	274	655
20. Broadcasting & Film	228	285	650
21. Drafting	225	289	650
22. Speech Communication	252	257.5	649
23. English	296	217.5	644
24. Art	258	246.5	636
25. Chemistry	281	226.5	636
26. Music	241	263.5	635
27. Semiconductor Processing	221	287.5	635
28. Economics	254	246.5	626
29. Journalism	254	246	625
30. P E - General	233	267.5	623
31. Commercial Art	237	261.5	620
32. Respiratory Therapy	236	258	609
33. Material Management	214	259.5	555
34. Co-operative Education	242	226	547
35. Social Science (Tutoring)	199	274.5	546
36. Spanish	209	259.5	542
37. Dental Hygiene	290	185.5	538

	PE	RE	RATING
39. Real Estate	181	285	516
40. Men's Sports	214	238.5	510
41. Dental Assisting	233	218	508
42. Physics	261	190	496
43. Geology	209	237	495
44. Oceanography	173	268.5	465
45. Photography	174	264	459
46. Secretarial	183	248.5	453
47. English as a Second Language	183	244.5	447
48. Ceramics	159	280	445
49. Biomedical Equipment	220	197	433
50. Word Processing	161	267.5	431
51. Women's Sports	186	229.5	427
52. Computer Service Technology	190	223	424
53. P E - Majors	198	211.5	419
54. French	184	224.5	413
55. Drama	210	196	412
56. International Co-op Education	163	252.5	412
57. Creative Writing	179	228.5	409
58. Child Development	145	275.5	399
59. Group Guidance	187	207.5	388
60. Chinese	148	261.5	387
61. Pharmacy Technician	175	219.5	384
62. Nephrology Technology	175	217.5	381
63. Japanese	164	231.5	380
64. Meteorology	149	246.5	367
65. Geography	167	216.5	362
66. Anthropology	178	202	360
67. Library/Media	164	216.5	355
68. Philosophy	170	199	338
69. German	149	218.5	326
70. Paleontology	136	238.5	324
71. Environmental Studies	139	228.5	318
72. Academic Skills	155	204	316
73. Crafts	127	202	257
74. Hebrew	112	221.5	248
75. Women's Studies	86	186.5	160


PROGRAM EFFECTIVENESS
HIGH 400
350
300
250
200
150
100 LOW
REVENUE EFFICIENCY
LOW 100
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75

INSTRUCTIONAL PROGRAM EVALUATION

	PE	RE	RATING	RANK
1. Academic Skills	155	204	316	72
2. Animal Health	249	273	680	14
3. Anthropology	178	202	360	66
4. Art	258	246.5	636	24
5. Astronomy	189	275	520	38
6. Aviation	254	262.5	667	16
7. Biology	322	237.5	765	9
8. Biomedical Equipment	220	197	433	49
9. Broadcasting & Film	228	285	650	20
10. Business	338	299.5	1012	1
11. Ceramics	159	280	445	48
12. Chemistry	281	226.5	636	25
13. Child Development	145	275.5	399	58
14. Chinese	148	261.5	387	60
15. Commercial Art	237	261.5	620	31
16. Computer Service Technology	190	223	424	52
17. Co-operative Education	242	226	547	34
18. Crafts	127	202	257	73
19. Creative Writing	179	228.5	409	57
20. Data Processing	268	290.5	779	7
21. Dental Assisting	233	218	508	41
22. Dental Hygiene	290	185.5	538	37
23. Drafting	225	289	650	21
24. Drama	210	196	412	55
25. Economics	254	246.5	626	28
26. Electronics	320	283.5	907	2
27. Engineering	285	305.5	871	3
28. English	296	217.5	644	23
29. English as a Second Language	183	244.5	447	47
30. Environmental Studies	139	228.5	318	71
31. French	184	224.5	413	54
32. Geography	167	216.5	362	65
33. Geology	209	237	495	43
34. German	149	218.5	326	69
35. Group Guidance	187	207.5	388	59
36. Health	270	312	842	4
37. Hebrew	112	221.5	248	74
38. History	297	250.5	744	11

	PE	RE	RATING	RANK
39. International Co-op Education	163	252.5	412	56
40. Japanese	164	231.5	380	63
41. Journalism	254	246	625	29
42. Library/Media	164	216.5	355	67
43. Material Management	214	259.5	555	33
44. Mathematics	287	281.5	791	6
45. Men's Sports	214	238.5	510	40
46. Meteorology	149	246.5	367	64
47. Music	241	263.5	635	26
48. Nephrology Technology	175	217.5	381	62
49. Oceanography	173	268.5	465	44
50. Ornamental Horticulture	245	271.5	665	17
51. Paleontology	136	238.5	324	70
52. P E - General	233	267.5	623	30
53. P E - Majors	198	211.5	419	53
54. Pharmacy Technician	175	219.5	384	61
55. Philosophy	170	199	338	68
56. Photography	174	264	459	45
57. Physics	261	190	496	42
58. Political Science	288	246.5	710	13
59. Primary Care	276	29015	802	5
60. Psychology	305	242.5	740	12
61. Radiation Therapy	249	266	662	18
62. Radiologic Technology	296	262.5	777	8
63. Real Estate	181	285	516	39
64. Respiratory Therapy	236	258	609	32
65. Secretarial	183	248.5	453	46
66. Semiconductor Processing	221	287.5	635	27
67. Social Science (Tutoring)	199	274.5	546	35
68. Sociology	275	246.5	678	15
69. Spanish	209	259.5	542	36
70. Speech Communication	252	257.5	649	22
71. Supervisory Management	239	274	655	19
72. Travel Careers	269	284	764	10
73. Women's Sports	186	229.5	427	51
74. Womens Studies	86	186.5	160	75
75. Word Processing	161	267.5	431	50

PROGRAM EVALUATION

1981-1982

PROGRAM	REVENUE EFFECTIVENESS	PROGRAM EFFECTIVENESS	PRODUCT PROG % REVENUE
BUSINESS	299.5	366	1096.17
ELECTRONICS	283.5	348	986.58
ENGINEERING	294.5	328	965.96
MATHEMATICS	281.5	341	959.92
DATA PROCESSING	290.5	309	897.65
RAD TECH	273.5	328	897.08
AVIATION	295	292	861.40
HEALTH	308	258	794.64
ANIMAL HEALTH	284	274	778.16
PRIMARY CARE	269	288	774.72
BIOLOGY	237.5	324	769.50
HISTORY	239.5	314	752.03
BROADCAST	285	262	746.70
POLITICAL SCIENCE	261	281	733.41
PSYCHOLOGY	231.5	315	729.23
CHEMISTRY	237.5	307	729.13
DENTAL ASSISTING	272.5	261	711.23
SEMICON PROC	283.5	249	705.92
DENTAL HYGIENE	207.5	337	699.28
COMPUTER SERVICE	245	283	693.35
MUSIC	263.5	262	690.37
DRAFTING	274.5	251	689.00
ART	246.5	279	687.74
ECONOMICS	246.5	275	677.88
PE GENRL	267.5	253	676.78
COOP WEXED	247.5	273	675.68
PE MENS	271	249	674.79
TUTORING	296	226	668.96
RAD THERAPY	244.5	270	660.15
RESPIRATORY THERAPY	243.5	268	652.58
ESL	259.5	245	635.78
ENGLISH	206.5	300	619.50
SPEECH	246.5	251	618.72
FRENCH	246.5	246	606.39
PHYSICS	212	285	604.20
TRAVEL CAREERS	236.5	254	600.71
SOCIOLOGY	235.5	252	593.46

PROGRAM EVALUATION

1981-1982

PROGRAM	REVENUE EFFECTIVENESS	PROGRAM EFFECTIVENESS	PRODUCT PROG % REVENUE
WORDPROCS	278.5	213	593.21
JAPANESE	257.5	230	592.25
ORNAMENTAL HORTIC	235	248	582.80
OCEANOGRAPHY	268.5	212	569.22
COMMERCIAL ART	246.5	230	566.95
SPANISH	238	236	561.68
CERAMICS	291	190	552.90
SUPERVISORY MNGMT	237.5	219	520.13
PHOTOGRAPHY	260.5	197	513.19
GROUP GUIDANCE	218.5	231	504.74
SECRETARY	223	224	499.52
JOURNALISM	188	263	494.44
ACADEMIC SKILLS	226	218	492.68
BIOMED TECH	207.5	237	491.78
INTERNATIONAL COOP	260	187	486.20
PHILOSOPHY	231.5	204	472.26
ASTRONOMY	264	175	462.00
REAL ESTATE	237.5	188	446.50
PE WOMENS	229.5	193	442.94
CHINESE	261.5	166	434.09
METEOROLOGY	235.5	178	419.19
PHARM TECH	245	170	416.50
MATERIAL MGMT	237.5	170	403.75
CREATIVE WRITING	217.5	183	398.03
GERMAN	218.5	176	384.56
GEOGRAPHY	205.5	184	378.12
DRAMA	196	187	366.52
LIBRARY	212.5	165	350.63
ANTHROPOLOGY	191	181	345.71
PE MAJORS	189.5	177	335.42
HEBREW	232.5	143	332.48
CHILD DEVELOPMENT	253.5	126	319.41
GEOLOGY	189.5	165	312.68
NEPHROLOGY	217.5	143	311.03
PALEONTOLOGY	227.5	132	300.30
ENVIRONMENT	206.5	124	256.06
CRAFTS	202	121	244.42
WOMEN STUDIES	186.5	93	173.45

	PROGRAM EFFECTIVENESS												REVENUE EFFECTIVENESS								PRODUCT	
	ST	RT	CL	IM	SR	EM	SR	CO	MJ	FE		CL	AA	CP	CI	AD	FN	PF		PROG * REVENUE	ABBREVIATIONS
AGADSKILL	3	2	4	1	1	1	4	4	0	1	218	4	2	2	3	1	3	1	226	492.68	
ANIMHLTH	3	1	3	3	4	4	1	2	4	3	274	3	3	3	4	1	3	2	284	778.16	ST STUDENTS
ANTHROPOL	2	3	1	2	2	2	1	2	1	1	181	1	2	2	2	3	1	2	191	345.71	RT RETENTION
ART	4	2	2	2	4	2	3	3	4	2	279	2	4	1	2	2	3	3	247	687.74	CL CLS SIZE
ASTRONOMY	2	2	3	2	1	1	2	2	0	1	175	3	2	4	2	3	1	3	264	462.00	IM IMPORTANCE
AVIATION	3	3	3	3	3	2	3	2	4	3	292	3	2	4	3	3	2	4	295	861.40	GR GRADUATES
BROADCST	3	3	3	2	3	2	2	3	2	3	262	3	3	3	4	1	4	1	295	746.70	EM EMPL/TRAN
BIOLOGY	4	1	4	4	3	2	4	4	3	3	324	4	4	1	3	1	1	1	238	769.50	SR STU RATED
BIOMEDTEC	1	3	1	2	3	4	4	4	0	4	237	1	1	4	2	2	3	1	208	491.78	CO COMMUNITY
BUSINESS	4	2	4	4	4	3	4	4	4	4	366	4	4	1	2	4	4	3	300	1096.17	MJ MAJORS
CERAMICS	3	3	3	2	1	1	1	1	0	1	190	3	3	3	3	3	2	3	291	552.90	FE FUTURE EM
CHEMISTRY	4	1	4	3	2	2	4	4	3	4	307	4	4	1	3	1	1	1	238	729.13	
CHILDDEV	1	2	1	1	1	1	2	1	0	3	126	1	1	4	2	4	3	4	254	319.41	AA A D A
CHINESE	1	4	3	1	1	1	1	1	0	3	166	3	1	4	1	4	3	4	262	434.03	CP PROM COST
COMMART	2	1	2	3	3	2	2	3	3	3	230	2	2	3	2	2	3	4	247	566.95	CI CAPITAL
COOPWEXED	4	4	4	3	1	1	2	2	0	3	273	4	3	2	1	1	3	4	248	675.68	AC ADMIN CST
CMPTRSCV	2	3	3	3	3	3	4	4	0	4	283	3	1	3	4	2	4	1	245	693.35	FN OUTSIDE $
CRAFTS	1	2	1	2	1	1	1	1	0	1	121	1	1	3	3	3	2	1	202	244.42	PF PART/FULL
CREATWRTG	2	2	1	2	2	1	3	4	0	1	185	1	2	3	1	4	1	3	218	398.03	
DENTLHYG	3	3	3	3	4	4	4	3	4	4	337	3	2	1	4	1	3	1	208	699.28	
DATAPROC	3	2	4	4	1	1	4	4	4	4	309	4	3	2	3	4	1	4	291	897.65	PROGRAM
DENTLASST	2	1	4	1	4	4	3	3	4	3	261	4	2	3	4	2	3	1	273	711.23	WEIGHTINGS
DRAFTING	2	1	3	1	4	4	4	4	2	3	251	3	2	3	3	3	3	3	275	689.00	
DRAMA	2	3	1	2	2	2	1	1	2	2	187	1	3	1	3	1	2	2	196	366.52	ST=17
ECONOMICS	3	3	4	3	1	2	4	3	1	2	275	4	3	2	1	4	1	2	247	677.88	RT=13
ELECTRONI	4	2	3	3	4	4	4	4	4	4	348	3	4	1	4	1	4	3	284	986.58	CL=11
ENGINEERI	3	3	3	3	2	4	4	4	4	4	328	3	4	1	3	4	4	2	295	965.96	IM=15
ENGLISH	4	2	2	4	1	2	4	4	4	2	300	2	4	1	1	2	1	2	207	619.50	GR=8
E S L	3	4	3	2	1	1	3	3	0	3	245	3	3	2	1	3	4	3	260	635.78	EM=8
ENVIRONMT	1	1	1	2	1	1	3	1	0	1	124	1	1	4	1	4	2	1	207	256.06	SR=8
FRENCH	3	3	4	2	1	2	3	2	2	1	246	4	3	2	1	4	1	2	247	606.39	CO=7
GEOGRAPHY	1	4	1	2	2	1	2	4	0	1	184	1	1	4	1	4	1	2	206	378.12	MJ=7
GEOLOGY	1	1	1	2	2	2	2	3	1	3	165	1	1	2	3	3	3	1	190	312.68	FE=6
GERMAN	2	2	1	2	1	2	3	2	1	1	176	1	2	3	1	4	2	2	219	324.56	
GRPGUIDNC	4	3	2	3	1	1	2	1	0	3	231	2	4	1	1	3	2	1	219	504.74	
HISTORY	4	2	3	4	3	2	4	4	3	1	314	3	4	1	1	4	1	2	240	752.03	REVENUE
HEALTH	4	2	4	4	1	1	3	2	0	1	258	4	3	3	2	4	3	3	308	794.64	WEIGHTINGS
HEBREW	1	4	2	1	1	1	1	1	0	1	143	2	1	4	1	4	1	4	233	332.48	CL=11
INTLCOOP	2	4	2	2	1	1	1	1	0	3	187	2	4	2	1	1	4	4	260	486.20	AA=25.5
JAPANESE	3	4	3	2	2	1	1	2	0	3	230	3	3	2	2	3	4	1	258	592.25	CP=21.5
JOURNALSM	2	4	2	2	3	2	4	1	4	3	263	2	1	3	2	2	2	1	188	494.44	CI=14
LIBRARY	1	1	1	1	3	4	1	2	1	4	165	1	1	4	2	1	3	3	213	350.63	AD=11
MATLMGMT	1	2	1	1	3	3	1	3	0	4	170	1	1	4	1	3	4	4	238	403.75	FN=9
MATHEMATI	4	3	4	4	2	2	4	4	2	4	341	4	4	1	2	4	2	3	282	959.92	PF=8
METEOROLG	1	4	2	2	1	1	1	2	1	2	178	2	1	4	2	3	1	4	236	419.19	
MUSIC	4	2	2	2	2	2	3	3	3	3	262	2	4	1	4	1	3	3	264	690.37	

(Continued...)

	PROGRAM EFFECTIVENESS											REVENUE EFFECTIVENESS								PRODUCT
	ST	RT	CL	IN	SR	EM	SR	CO	MJ	FE		CL	AA	CP	CI	AD	FN	PF		PROG % REVENUE
NEPHROLGY	1	1	1	1	1	4	2	1	0	4	143	1	1	4	1	2	3	4	218	311.03
OCEANOGRP	4	2	4	1	1	1	2	2	1	1	212	4	1	4	2	4	1	4	269	569.22
ORNHORTIC	3	1	2	3	4	3	1	2	3	3	248	2	2	2	4	1	4	2	233	582.80
PALEONTOL	1	4	1	1	1	1	1	1	0	1	132	1	1	4	2	4	1	3	228	300.30
PRIMARYCR	3	2	3	3	4	4	3	3	0	4	283	3	3	3	1	2	3	4	269	774.72
PHARMTECH	1	2	1	1	1	4	2	3	0	4	170	1	2	4	1	3	2	4	245	416.50
P E GENRL	4	3	3	4	1	1	3	1	0	1	253	3	4	1	4	2	1	3	268	676.78
MENS	3	4	3	4	1	1	3	1	0	1	249	3	4	2	4	1	2	1	271	674.79
WOMENS	1	4	1	4	1	1	3	1	0	1	193	1	2	3	3	1	2	4	230	442.94
MAJORS	1	3	1	1	2	2	2	2	3	2	177	1	1	4	2	2	1	1	170	335.42
PHILOSOPY	2	3	3	2	2	1	3	2	0	1	204	3	2	3	1	4	1	2	232	472.26
PHOTOGRPY	4	1	4	1	1	1	1	2	1	2	197	4	3	2	3	2	1	3	261	513.19
PHYSICS	4	1	4	2	2	2	4	4	2	4	295	4	3	1	3	1	1	1	212	604.20
POLITSCI	3	3	3	4	3	2	3	3	1	1	281	3	4	2	1	4	1	2	261	733.41
PSYCHOLGY	4	2	3	4	4	2	4	3	3	1	315	3	4	1	1	4	1	1	232	729.23
REALESTAT	2	4	2	1	2	2	1	1	0	3	188	2	2	3	1	4	2	3	238	446.50
RADTECHN	2	4	4	3	4	4	2	3	4	4	328	4	3	2	4	1	3	2	274	897.08
RADTHRPY	1	4	1	3	3	4	2	3	4	4	270	1	2	3	2	2	4	4	245	660.15
RESPRTHPY	2	1	2	3	4	4	3	3	3	4	268	2	3	2	4	1	3	1	244	652.58
SECRETARY	2	2	1	1	3	4	2	4	2	4	224	1	2	2	3	3	3	2	223	499.52
SEMICONPR	3	1	2	1	4	4	4	4	0	4	249	2	2	3	4	2	4	4	284	705.92
SOCIOLOGY	3	2	3	2	4	2	3	2	2	2	252	3	3	2	1	4	1	2	236	593.46
SPANISH	3	3	2	2	2	2	2	2	2	3	236	2	3	1	1	4	4	3	238	561.68
SPEECH	3	4	2	4	1	2	2	2	0	2	251	2	4	1	1	4	3	2	247	618.72
SUPRVMGT	2	3	2	1	4	3	1	3	0	4	219	2	1	4	1	2	4	4	238	520.13
TUTORING	4	3	4	1	1	1	3	2	0	1	226	4	4	4	2	1	1	2	296	668.96
TRAVLCARS	4	3	2	1	4	3	1	1	3	3	254	2	3	2	1	2	3	4	237	600.71
WOMNSTDY	1	1	1	1	1	1	1	1	0	1	93	1	1	4	1	3	1	1	187	173.45
WORDPROCS	2	2	2	1	2	4	2	4	0	4	213	2	2	3	4	3	4	2	279	593.21

ABBREVIATIONS

ST STUDENTS
RT RETENTION
CL CLS SIZE
IN IMPORTNCE
GR GRADUATES
EM EMPL/TRAN
SR STU RATED
CO COMMUNITY
MJ MAJORS
FE FUTURE EM

AA A D A
CP PRGM COST
CI CAPITAL
AC ADMIN CST
FN OUTSIDE $
PF PART/FULL

PROGRAM WEIGHTINGS

ST=17
RT=13
CL=11
IN=15
GR=8
EM=8
SR=8
CO=7
MJ=7
FE=6

REVENUE WEIGHTINGS

CL=11
AA=25.5
CP=21.5
CI=14
AD=11
FN=9
PF=8

Appendix F

PROGRAM EVALUATION

A GUIDE FOR PROGRAM EVALUATION

AT

FOOTHILL COLLEGE

INTRODUCTION

Evaluation, the judgement of merit or worth, is a pervasive feature of all schools. Instructors evaluate students, administrators evaluate instructors, school boards evaluate administrators. Apart from the evaluation of people, the college setting calls for the evaluation of curricula, programs, policies, schedule and practices.

The general task of evaluating a non-instructional program involves:

1. Defining the objectives of the program
2. Identifying the functions being performed by the program
3. Identifying the constituents being served by the program
4. Identifying and validating the constituent needs being served by the program
5. Assessing how well the needs of the constituents are being served
6. Identifying other consequences of the program
7. Assessing the importance of the other consequences
8. Identifying the costs of the program
9. Identifying any revenue dependent upon the program
10. Making an overall judgement of merit of the program

The following guide is presented to aid an evaluation team in their efforts to evaluate the non-instructional programs at Foothill College.

EVALUATION OF NON-INSTRUCTIONAL PROGRAMS

Program_____ Date_____

Evaluation Team:

_____

_____

_____

_____

_____

_____

1. Objectives

   What are the overall objectives of the programs?

_____

_____

_____

_____

_____

_____

_____

_____

2. Functions

   What are the functions of this program? What activities are performed as a result of this program?

_____

_____

_____

_____

_____

3. Constituent Identification

Identify the constituents being served during the past year by the program by type and number.

Type	Number

4. Need Identification

Identify the needs of the various constituents being served by this program.

5. Needs Validation

We are concerned to determine whether the program satisfies a genuine need or at least a defensible want. Does the program actually facilitate educational survival, health or some other defensible need.. In making such an assessment it is necessary to consider the adequacy of the performance of other programs serving the same need. Also, consider how well the need relates to the overall objectives of the program and to the mission of the college.

Considering the number of people being served, the social significance of the need, the absence of a substitute and the multiplicative effects of the need, rate each need in #4 as being:

3. Maximum priority, a desperate need
2. Probably significant need
1. Possibly significant need
0. No evidence of significant need

Need	Rating

6. Need Satisfaction

After the validity of the needs are established, an assessment must be made as to how well the program is satisfying each need. The value of a program is dependent upon a factor between the importance of the need and the extent it is being satisfied by the program. It is also important that learning experiences be provided to assist the constituents

By a method to be developed by the evaluation committee, assess how well the program is satisfying the needs identified and validated in steps 4 & 5. Usually such an assessment must be determined by some form of needs assessment survey. Please include the method by which the assessments were made. Use as many sheets as necessary.

Rating

3. Completely satisfied
2. Still some need
1. Major need still exists
0. No satisfaction

Need # 1 _____

Degree of satisfaction_____

Comments_____

_____

_____

By what method was the assessment of need satisfaction accomplished?

_____

_____

_____

_____

Need # 2 _____

Degree of satisfaction_____

Comments_____

_____

_____

By what method was the assessment of need satisfaction accomplished?

_____

_____

Need # ____ _____

Degree of satisfaction____

Comments_____

_____

_____

By what method was the assessment of need satisfaction accomplished?

_____

_____

_____

_____

Need #____ _____

Degree of satisfaction____

Comments_____

_____

_____

By what method was the assessment of need satisfaction accomplished?

_____

_____

_____

_____

7. Most programs result in consequences that are not considered or covered by stated objectives.

Identify any consequences resulting from this program that are not considered in the needs assessment and rate each consequence in the following scale:

3. Vital to the college
2. Important to the college
1. Some importance to the college
0. No importance to the college

Consequence	Rating

8. Program Costs

A. Direct Cost (Current Budget)

Budget Code	Amount
Total	

B. Indirect Cost
Indicate all indirect costs associated with the program actual and pro-rated.

	Amount
Total	

C. Other Costs

	Amount
Total	

9. Revenue

Revenue refers to financial benefits accrued to the district during the past year as a result of the program. The benefits may be actual revenue or indirect revenue that is produced as a result of the program.

List revenue associated with the program by type and amount.

Type	Amount
Total	

10. Overall evaluation of the programs

Based on all information collected, make an overall judgement as to the value of the program based on:

1. Number of people being served
2. Significance of the need(s)
3. Other consequences
4. Cost of the program
5. Revenue produced

Be very specific.

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